

University of Arizona - Presentation Native American Advancement and Tribal Engagement

- Dr. Levi Esquerra, Sr. Vice President Native American Advancement and Tribal Engagement
- Mr. Trent Teegerstrom, Sr. Associate Director Tribal Extension Specialist Resource Economics

Chair Reed: It's his turn. I'd like to introduce [inaudible 01:05:29] University of Arizona, Dr. Levi Aspera.

Speaker 8: It's like mascara. So Aspera. [inaudible 01:05:29].

Dwayne Goldman: [inaudible 01:05:29] they try to [inaudible 01:05:29] and also Mr. Trent [inaudible 01:05:31]. Okay. [inaudible 01:06:33] scheduling so [inaudible 01:06:40] economics. These two guys are going to give us some information in regards to what goes on in the private area [inaudible 01:06:47].

Speaker 8: Now. [inaudible 01:06:56]. That'd be great. Thank you so much for having us. We'll get right into it when the first site comes up, but this is a little bit about myself. I'm Levi [inaudible 01:07:06]. So as many of you know, we're [inaudible 01:07:13]. Making this official now.

So President Robins actually stated this office of Native American Investment and Travel Engagement a little over two years ago. He felt it was really important to actually develop a senior vice president to really engage with the tribes. And one of the things that we're constantly doing is engaging with tribal leaders, review our tribal nations. There's 22 here in the state of Arizona. If the next slide would ...

So just a little bit of background about the state of Arizona. There's 22 federally recognized tribes within the state of Arizona. A little over 28%. So under 30% of the state of Arizona is federal trust land held in trust for the 22 various tribal nations. 21 actually have land mass. There's one that doesn't have any land at all. We are in the midst of... We have two of the three biggest reservations within the United States. And we do a lot of work, engagement with the tribes and tribal leaders, and it's been fun. It's been challenging, but it's been fun and we look forward to some of those discussions today.

One of the things being the land grant institution, as we have extension offices in all 13 counties of the state of Arizona. And we actually have extension offices on five of our tribal nations. So we're going to talk a little bit about some of our outreach efforts and how we view these extension offices. I view them as assets, especially within our tribal communities.

As you can see, there's a little bit additional information about our programs, our extension programs, and what we're actually doing. Trent's kind of on the front lines of making things happen. So I almost think he's probably the most appropriate person to actually spend a little bit of time in talking about our efforts, especially when it comes to agriculture and our work with the tribes. Trent, I don't know if there's anything you'd like to add.

Trent: Oh, sure. If you notice the little blotchy dots, that's kind of where the five offices are. We're missing the Hopi. Well, no, Hopi's on there, but there's three... There's another office in Tuba City. Yeah, so there should be seven dots up there. Tuba City's on the big one, that's Navajo Nation in the corner over there, that goes into Utah and Mexico. We have one office that's actually located in New Mexico, but I work at New Mexico State University, so in close contact.

The reason we have an office over there is before the 1994s and everything were granted there, we look at the Navajo Nation as Navajo Nation. They don't necessarily look at borders, right? So we want to replicate that. We don't want to create a false border and then say, "We can't go into New Mexico." New Mexico comes in and helps us on that part. So it's good.

Speaker 10: Question. Does it impact your funding in that office over there because they're not New Mexico?

Trent: Well, we could get into... That's different. Most of the funds for these agents come from the Federally Recognized Tribal Extension Program, which that's a whole 'nother issue. And I know the Equity Inclusion Commission has recommendations on that, I think page 38, about some of the things. We came up with a report, commission report, on how to fix that particular program, which is it's a flawed design on that one. It's certainly... And I can go into more detail on that as much as you want. Out of these seven tribal extension offices, those are the first step agents. I've been able, on top of that, to leverage up to 11.75 FTE working across there. Where we don't have dots, I do have other folks working with the tribes, and that's where we come up with the 50 cooperative extension FTEs. I'm able to track those that are out there doing work in counties, county agents. Could be specialists, could be... Well, go ahead to the next slide. We should start cranking through some of these.

These are... And it should be 11.75 up there. I don't know what happened. CRIT, Colorado River Indian Tribes, we have 2.25 personnel out there. That one's unique because that CRIT office is actually tribal-owned, and it's split three ways, with the county, U of A, and the tribe. The tribe Well, is heavily involved with this one for sure. they're involved with all of them, but this one is a really good partnership. It's been going for a long time, since 19... Well, I think right

before that we actually were doing an extension out there with them, experiment stations, kind of.

We've been able to help do plots on their tribal farm itself by looking at different crops and things that they want us to look at. Weed management, these kind of things. The waters. San Carlos, Apache. We have two people down there, Juan Arias and Herbert, that have been working on all sorts of things. Now, all our agents, and this is where it varies, it differs from a lot of the other non-Native tribal agencies, they have to do everything. And you'll see this list come up still. We'll talk about that. The next slide.

Okay, then with the Hopi Tribe, we have Susan Sekaquaptewa and Yvonne Kaye. They're both Hopi themselves, and most of our agents are Native to the tribe they work on. Not all of them because sometimes you have the criteria that are getting met, but we do try to then employ somebody that helps them if they're not Native themselves. But most of the time they are. So I'm hoping we have the two... Hualapai, we have Elisabeth and Theresa [inaudible 01:13:01]. Elisabeth is not Native, but Theresa is a qualified member. On the Navajo Nation. We have... Actually, it's not Nathan Notah, he just got elected to council. It is now Leander Thomas, who is just coming on board I think in a week and a half, two weeks. He is Native. And fluent, because it's important also to have the fluent language as we're going through something like that. Christine [inaudible 01:13:26], she's the 4-H agent, which actually is a state-funded position that we were able to leverage and put there. And Alexandra Carlisle in Shiprock, that's the one in New Mexico, and [inaudible 01:13:34] and Tuba City. Okay, next.

So that's the core of the tribal agency. And the theme of success that our agents have that we kind of follow our these: utilizing indigenous language, translation resources, adopting curricula to make it more culturally relevant, not just take what's non-Native and just throwing it out there like that's what it is. We have to adjust it to the appropriate... One is that we talk about nutrition, growing Native and traditional plants, traditional cooking. We actually have, in a lot of cases like San Carlos, reintroduced some of the traditional plant crops that were missing, that were abandoned. We've been able to pull those back in and try to generate more interest in food sovereignty and access to it. We've always worked on that. There's a lot of food deserts out there.

These are very large reservations, for the most part. So if I want to go visit my furthest agent, I have to drive seven and a half hours one way just to go visit that office. So there's a big disconnect sometimes about trying to get there. So they do have to work independently. They are very much focused on community needs-based programs. What the community wants, they tell the agent and then she or he will come to us and see what we have on campus, see what we can get out there.

And we don't really look at it from just the ag. We look at it from the ag, it may be the health, public health. You'll see some of the partnerships we have there. We also do a lot of partnerships locally with the tribal communities as well as with nonprofits that are out there. There's a lot of nonprofits and we work with them to leverage that [inaudible 01:15:15] for helping people. We create logos, marketing resources and other symbolic, and icons, that a community has input on. So all our signs show that partnership with the tribe, and it has the tribal logo like you saw up front, as well as the University of Arizona. So it shows that partnership and that strength.

Representing tribal knowledge in the tribal way, like the Hopi ethnobotany. Those are integrated in there. So we want to just bring that culture and continue that. And then multi-generational participation. A lot of our meetings, the elders will attend, and we're starting to get a lot more of the youth attending. So with youth and the elders can have that communication about keeping some of the cultural relevance where some of them have kind of lost that a little bit. And so we're trying to pull that back.

Speaker 9:

And yeah, if I can add to that, so recently I was out at the Colorado Indian tribes and their ag extension. And one of the fascinating things that Trent was just highlighting, gourds, right? Gourds has a significant meaning to some of the river tribes there. You know, we use it as our music instrument. And it was fascinating, the [inaudible 01:16:24] tribe, I don't know if you've been out there, but now they're looking at new ways of actually how they grow it and actually how they're hanging downwards so it's easier for them actually when they're going to produce a gourd. So I really think one of the things I really want to stress that we see a lot, we support the tribes, but the tribes actually are the ones who are in the driver's seat, saying these are the areas that they would like for us to emphasize. And we do our best to bring that expertise and that assistance to them. It's not us coming in and saying, "This is what you have to do." We're letting them drive what they want to see done in their community.

Trent:

Very much. Yeah. Next slide.

So these are some of the existing programs that we currently have going on for tribes. Now, not on all of them, but they can be... So we have traditional foods, Native ranchers, short course. This is about drought management, risk management, financial. We have a Native beef program, 4-H youth development, youth beef buying, range management, horticulture, 403 community development. Financial literacy is a fairly new one we did, but that's been really popular with a lot, teaching them how to get out of debt, better management so they don't get in binds. And we've had several cases where we've documented that they did get out of debt, community members did, and

they started teaching their family members how to do it. And so that's exactly what we'd hoped it would do on that.

Farmer markets, we've had several farmer markets get started in some of the tribal communities. Business marketing and management, and I have some examples if you want to see that. Or thinking of starting a business on the tribes, there's some checklists, how you do that. Thinking of starting a livestock operation with the tribes, how do you do that? So you have a checklist. And it's not the same as it would be for a non-Native, right? There were some differences on your allotments that you're able to get or not.

Science in the classroom, we've done a lot. We've got few Native students on campus and Levi helps with that a lot, organizing that. They've taken them through the optic science department, through the medical field so they can see and actually talk, when they do that, with postdocs that are Native themselves. "They look... You could be me." Right?

Then irrigation training, that's cranking up even more. A lot of our tribes are wanting to be more responsive with their water usage that you're doing, so we're looking at a lot more like drip irrigation and more efficiencies across the board, even with soil. Beginning farmer course, we do a lot of that. Entomology, community gardens, alternative energy, water quality, early childhood reading. We started that now it's about two years ago, the early childhood reading, and the original one that was done on Navajo, the entire first meeting, everything was in Navajo. All the discussion, everything. And we reduced from that. There were 200-some people attended, and they were all ecstatic that they actually talked Navajo the whole time. Next.

This is a 4-H pledge showing that we're doing that translation, we're creating that. You want to go to the next one? I think this is San Carlos. Yeah, this is Apache. So we're translating all the things we can. This is just snippets of it, right? We're doing a lot of this. Next one.

This one. Okay. This is interesting. This is a barn smart, and we're talking about biosecurity, but do we say it like that? Not necessarily. We try to say what we're talking about is a disease preparedness, preventative. Because there's initiatives now with a lot of concerns about some of the foreign diseases coming in through the animals and stuff, so we're trying to get ahead on this. So if you go to the next one, this is about spreading. This is in Apache, and we also have an Navajo, and we're getting it in Hualapai. So it puts it out on the boards, out by the barns where they have it, so they can see this and interpret what's being going on there. And these have been real successful, really popular, too, at that. And again, we have these translated professionally. So if we don't have

somebody at the university, we would prefer to use tribal members there to do that. And that's true with the signs that we do and everything else.

Speaker 11: Trent, can you speak a little louder, please?

Trent: Yeah, I'm trying. That's a good... I have a soft voice, I don't really yell a lot, so I'll work on that. And [inaudible 01:21:01] more than I thought. Next.

Okay, so these are some of the cross collaborations, and Levi hit on the some these, but this isn't just the ag that we're working with. Like I said, we have a colleague in medicine, we have the architect landscaping, which we've done with Pascua Yaqui, where they developed, we have students come in. It's real world, real time stuff. They get the cultural training so they know what they're doing out there. So they're not going to offend anyone, not going to get in trouble. And they actually help draw up... Like, some of them went and looked at a 4-H building, or a pre-vet kind of clinic, or a culinary for their school. So we were able to have these students draw up and use that, and then they had to present back to the council or to the school what their findings were, and each as a team. And so it's been a really good one.

College of Pharmacy, College of Public Health, we had some of the professors go out there on the advice or the ask of the tribe itself to come out because they were having a problem with some vector of foreign diseases and ticks. So they had Kathleen trying to come out there and do research to try to track that down. And the data, we are very sensitive about that, and any research that happens on there, that data stays with the tribe. It doesn't go outside. And they know that going into it. It's a little tricky on getting publications if you're Indian, so it's really difficult. You have to be willing to adjust for that. And they do that lot. Now I think I mentioned optical science.

Veterinary school is kicking up a lot, and we're really getting back to geology. We did work with a project on CRIT. I'm looking at that. Trying to determine where the sea and the river actually happened. You know, what really happened back there. And that was all done with the tribe. We actually got the Prueba tribe and we actually had made sure that the students, high school students were participating in that research. They went out there when they're doing the seismic readings and stuff, and the scientists were showing them what was going on and then they explored. So anthropology and then College of Law, we've used quite a bit.

Am I missing something?

Speaker 9: No, this is just a little bit of some of the stuff we're doing. One of the things I really want to stress is our veterinarian school is pretty new, but what we're seeing is there's a big demand in Indian country for us to go and provide

services out there, both large and small animals. And we're starting to see those requests all the time come in from our tribal communities. And we're doing our best to... Hey, I'm grateful for Trent highlighting this. It's not just us going out, but it's our students going out.

And one of the things that we're trying to do is expose and give opportunities of enlightenment for our students to understand what it's like to work with a tribal nation because it's a little bit different than the non-Native community. And so that's one of the things that we're constantly stressing is how can we involve our students, but more so than anything, how can we get them involved so they understand and they have a better understanding of what it is when you're going to a tribal community.

Speaker 10: But you speak of non-Native students?

Speaker 9: Yes. Could be both. Yeah. Our goal would be, one of the things that we often hear from tribal leaders is, "Grow your own." And what they always tell us, tell me in particular, all the time is they say, "Hey Levi, we want to see our students taught by people who look like us, act like us, and come from our communities."

And so it's always our challenge then, is how do we grow our own? And a lot of times, it's in the medical field that they really want this, but we're starting to see it now in all fields. And it's a challenge that the university has, but it's one that we're taking on and we're doing our best to address.

Speaker 12: This is Arnetta Cotton. Does the university require this sort of volunteerism by the students as a part of any agricultural related degree program? You know how in high school, you have to do so many hours of volunteerism for the community's sake? Does the degree program require that they participate in any of this as a part of-

Trent: It depends on the degree. Yeah.

Speaker 12: It's actually in the program?

Trent: Yeah. There are pieces of that, and-

Speaker 9: We're [inaudible 01:25:13].

Trent: ... Better and better at.

Speaker 9: Yeah. And we're getting better and better at actually setting up opportunities, especially within the tribal communities. But I know the veterinarian one, it's just so new. And for example, we're having a PA school come on board, and I'm already talking to them about how do we engage the travel communities. And

that's one of the things that they said, is we want to make sure that we give in internship opportunities with IHS and within tribal communities. So that one, even though it's starting up, we're actually going to put it in at the very beginning. So we'll start backfilling it now.

Trent: And we also participate in a lot of the USDA programs as far as internships and some of those that are working with that. Navajo Technical University, they have one of the only vet tech programs that's certified. So they have a tech, we are working with them, the vet school is working with them. Germaine Daye, Dr. Daye runs that, and I've worked with her quite a bit. We have an MOU with them, actually, to do that with other stuff as well. But that's getting Native students through there, but then we want them to come to the university to go to the vet school. And we do have several Native students that are just graduating, I think.

Speaker 9: Yeah-

Trent: Sam [inaudible 01:26:25] is someone-

Speaker 9: Yeah.

Trent: Yeah, we've worked with her ever since she was in high school. It's really good.

Speaker 13: I have a question that Arizona and Native territories are basically desert, and I know that there's a major issue about water, access to water, and control of the water rights. Has the college, law school, or any of the programs... Because you can't grow food in the desert without a lot of water.

Speaker 9: So that's a dangerous question, and I'm [inaudible 01:27:07] especially since this [inaudible 01:27:07] say this. We don't see Arizona as a desert. When we go along the Colorado River from the [inaudible 01:27:18], there's there's water there. However, what we're seeing now, and Trent talked about it, is we're seeing tribes saying, "Okay, how do we, instead of using flood irrigation..."

And I'll give you an example, Colorado union tribes, their rights chairman, I was just meeting with, they still want to grow alfalfa, but it's a water intensive crop, right? And now they're actually experimenting. I think they have a hundred acres now doing drip to say, "Hey, can we get the same number of cuttings for that?"

The other thing I think you're highlighting is tribes have their water allocation adjudication rights, right? My tribe particular, we're right across from the Lake Havasu City. Our water rights were established in 1899 before the state even became a state. So I think what you see now is tribes are senior water holders. But that's still a process, but even tribes now are saying, "How can we..." I don't



want to say manage because I think tribes have always done a good job of how they work with their water. But we're seeing them actually pick up the intensity of, "Hey, how can we be better stewards for the water?"

We mentioned the College of Law. So within the College of Law, we actually have a center there and we received some monies from the state of Arizona to actually go in and assist water holders establishing their priority date, when their water... Because you have a lot of small time farmers and all that, that actually have water rights, but we don't know the priority date. So I'd liken it to you have a big room, about a hundred, 200 people, but we don't know the line, the order of it. And so our law school was asked to assist with that. Some tribes welcome that, for the rivers, that they have stewards and they have water rights. Another tribe in particular was totally opposed to it.

So what we did is, we had to really pick which communities, which waterways we were going to work with because we didn't want to be going against a tribe, or that perception. So it's a fine line that we're constantly walking, but we're doing our best to assist the tribes. And one of the things that President Robbins just established in December, he established a commission to look at living in a drought society. What can we do with the agricultural base to A, continue to produce agriculture, but given the fact of what we're going through as a drought? And in June, we're hoping to issue a report, and one of the things they actually appointed me, I wanted Trent on it, but he passed it to me, is we really want the tribes' viewpoint as stewards of the river, stewards of... Let them really have a say because they've been at this a lot longer than most people.

Trent: Yeah. Take Hopi in particular, where they're landlocked. There's not a river or anything. There are wells and nature. They've been growing for thousands of years, though.

Speaker 9: Yeah. And they're dry farmers, and they're experts at it. And it's fascinating when you spend time with them to learn how they drive farm. They have ceremonies and all that, but more so than that, it's how they grow their corn. It's always six feet apart from one another as they do it because they don't want the seedlings to fight against one another. Fascinating.

Speaker 13: So there's still a lot of issues with the treaties that were negotiated. And the Navajo went big, and there was an issue in Supreme Court about the water rights and other things. I don't know if that was ever settled.

Speaker 9: No, Navajo hasn't been settled yet. And there's actually three treaty tribes, or three treaties in the state of Arizona. Two with Navajo, one with the Apaches. But when the tribes went through and did their... They call them IRA tribes, the Reorganization Act. Some of them might be perceived as forfeiting their treaty

for acceptance of the IRA. Navajo never did. Navajo doesn't have a constitution. So they're still standing by those treaties.

Most of the tribes, we're actually going through this right now. We're analyzing the Indian Claims Commission and different acts about when the tribes were actually, the reservations were established, and how it was in the process of being established. But I just want to say this. Even if your tribe was established, what we find is water rights were established even before that.

Speaker 13: Yeah. Yeah.

Speaker 9: And when tribes... Majority are senior water holders. I think Navajo, that's the thing that you're trying to get to, is that priority date. And you're right, because it was on the Little Colorado and contributing-

Trent: San Juan.

Speaker 9: Yeah, San Juan to the Colorado River. They're looking at, "Hey, can we go with these rivers first before we go after the big one?" Which is the Colorado River.

Trent: Yep. Okay, next slide. So are we on time? All right?

Speaker 10: We've got more slides to get to.

Trent: Okay, yeah. So I like to stress the partners because this isn't a thing we're doing alone. So we have Dine College, Tohono O'odham Community College, Navajo Technical University, and Apache College. Apache College, fairly new. They're not a 1994 yet or a Tribal Land Grant. The other three are. And Apache's actually using Tohono O'odham's authority there to run under.

Speaker 9: This year, they're actually going for their accreditation and all that. We're excited for that to happen.

Trent: Yeah, yep. And then we also have a lot of partners down here, the Western Center, Western Center Risk Management, Indian Land Tenure Foundation, Hopi Foundation, there's the APEX Technology, there's the Native American Ag Fund, Southwest Indian Agricultural Association, TOKA, Three F Foundation. These are all groups, nonprofits and others, that we work with depending on what tribe and what needs they have. Because a lot of these folks do what we can't do with government funds. It's harder to do assets. It's harder to do some of the stuff that... Where we can have the Indian Land Tenure Foundation come in and they could say, "They can use this fund for whatever the tribes and the community want." And so they can go get the rototiller. They can go do these things that the tribe wants. So having partners so we can leverage that money

and actually use USDA funds where we have those restrictions, that really, really helps out a lot. Next.

And that really came out when the pandemic was there. And it's not just the tribes. We also have a lot of publications in extensions that are being converted to Spanish. We have a whole team that's doing that now, trying to go back and get other stuff done, on signs and everything else. We should mention that the signs that you are putting together on the buildings around campus, you'll see a lot of the tribal languages as you're going around the buildings.

Speaker 9: Yeah, we're adding Native language to our signs here, just as a precursor for one of the things that we're trying to build. I know this is USDA, but one of the things we're trying to build is a sense of community for our Native students. And we're adding their Native language to our signs, and one of the fascinating things is we had Chairman Miguel from the Ak-Chin community, and he's O'odham, right? And he walked by a sign that was written in O'odham, and he was like, "Wow, my daughter's going to come here. This is a sense of home." And that's what we're trying to do is create opportunities of home. So it's not only in our cooperative extensions, but it's here on main campus as well.

Trent: Yeah, and that's a big advantage we have because we have representation all the way up to the provost's office, to the president's office. They can contact me on the extension side, but we also have a network that we deal with is the University of Arizona Indigenous Network. So anybody that's doing work on tribes is a part of that network. And they'll say, "Hey, we got this going on. We have this research." So anybody knows what's going on there.

Speaker 9: And I know this is probably not appropriate while we go to the next slide, but I'm going to tell you one cool thing we're working on. We're getting close to a tribal leaders basketball tournament here. [Inaudible 01:35:15] to see tribal leaders in only suits and ties. So I want them to see [inaudible 01:35:23]. That's just want to build this relationship that we're having with the tribes. And one of the things that we actually do when I take President Robbins out to visit tribes, the first time went was like, "I need talking points. We're coming here with talking points." And I said, "Hey, we have two talking points." And he said, "What are they?" I'm like, "We're going to listen and learn." And they're like, "Whoa, whoa." I'm like, "We're going to listen and learn." And the first meeting we had with a tribe, instead of being an hour long, it had to last three and a half hours. But we took time to listen and learn. And now that tribal leader and President Robbins, they text, they get along, they talk about different things. But it's because we took time to listen and learn.

So as much as we're here, reporting back to you, that's one of the things that we do a lot with our tribes and our tribal leaders, is we listen to learn, "Hey, what

are your issues?" And President Robbins, every time I meet with him, he always says, "Levi, how do we get our assets to the tribes?" And this is one way I do it. I listen and I learn, and then I figure out, "Hey, what do we have here that we can provide for the tribes?"

Yeah, sorry. I went off script.

Trent: And I just wanted to talk about some new initiatives we have that do benefit tribes. Because we have several tribes that have a larger urban imprint in some areas there. And so we want to make sure that they have that opportunity as well. So we started this small scale, this Urban Ag Production extension there. You can go to that slide and see what's going on there, and trying to build that center. And the one is in the partnership with FSA and NRCS. I think you guys might be aware of that one. Next.

Yeah, that's it. So this is us going back on to Navajo Nation.

Speaker 12: Question.

Trent: Yeah?

Speaker 12: These extensions, are they separate brick and mortars or are they a part of USDA service centers?

Trent: No, they're separate. And it depends on the tribe and the community.

Speaker 12: Okay.

Trent: So, like on Hualapai, Hualapai built a 4-H building for the community. Before, she was housed in a trailer that was part of the tribal Natural Resource Department. Not NRCS, but the tribal. And other ones, we have our own standalone building, Window Rock office in Navajo. We just put that, a double wide office space, out there. It's by itself, but it's behind the Navajo Department of Ag on the Navajo fairgrounds. And the other ones, it's joint. San Carlos, it's a tribal-owned building, but it's separate. And it just depends. And like I mentioned before, CRIT is owned by the tribe, but it's also the county. It's a county office. So even though it's, in essence, where it's kind of unique, except for Washington State kind of followed that model for the Colville tribe. They now have their own office. But we try to follow that.

So the office is a premium among any of the nations. It's really, really hard to get office space in the tribes. And I know the USDA has a lot of problems trying to find places to put people out there. It's a challenge.

Speaker 9: Yeah, Hopi is an example of a challenge. The Hopi tribe, right? They provided one office space, now we moved to another...

Trent: A school.

Speaker 9: A school, but they're renting it out. But they've been told, "Hey, the school's going to come up maybe in two or three years, and we're going to have to find another spot." So I think it's case by case scenario. I'm glad Trent mentioned CRIT. Now there's another double wide trailer that the tribe is looking at us working in that as well.

So it's just case by case with the tribes, but we see that the tribes that commit to us, we're committing a lot back to them as well.

Speaker 12: One of the things the committees working on is a lot of this language area. And I saw that you touched on quite a bit on translating back to Native language, connecting that tribal language to us. And that's been a big thing, I'm going back to USCA, has that issue too. It's beyond tribal, it's all these communities. Are you having any, when it comes to USCA, I'm just trying to bring USCA into this picture too little bit.

Speaker 9: Yeah, yeah.

Speaker 12: Do you have any issues with participating in programs because of the tribal languages at all? Or is that pretty much solved in the [inaudible 01:39:41]?

Trent: No, we partner with USDA a lot.

Speaker 12: Okay.

Trent: On FSA, NAS, Specter, a lot of work. And typically, if we have a... Not at all of them, but if, depending on what the meeting's about, what it is, typically we'll have a local translator for everybody if they need it. So arts will be translated for them. And USDA's a part of that. NRCS has their tribal agents and we meet with them regularly. I have conversations with them at least once a month at the state level, but every, well, about once or twice a year, all of their tribal-focused folks and all of our extension agents get on a Zoom meeting together and we talk about the issues that are across the public.

And we're starting to pull New Mexico in there too because Navajo is coming across there. Because some of the programs get treated differently. Even though it's FSA program, it'll get treated differently on New Mexico versus Arizona versus Utah. And sometimes that confuses those tribal producers. "My cousin over here, they get it this way." Well, there's more of a checkerboard land over there so it changes the way the program functions relative to only on

trust land, where you'd be on Arizona. So we have those differences, but we try to minimize those and we want all our agents to be able to explain that. So it's not just about the trust.

Speaker 13: What percentage does agriculture... What's the role of the overall economy based upon?

Trent: On the tribes?

Speaker 13: Yes.

Trent: Again, that's going to vary by tribe, but it's fairly large on most of them. Ag is a big portion North it's more, it converts to sheep and cattle and some of the grazing, less on the crops like Gila River and Ak-Chin, even T.O., they have three large tribally run farms. Each one of the farms, and even CRIT does like 10 to 13,000 acres a piece.

Speaker 9: Fort Mojave.

Trent: Fort Mojave, they do a lot in... They grow every kind of commodity you can think of that they grow every penny commodity you can think of. And I know like Ak-Chin, they grow potatoes for Frito-Lay, so it's very large. Most of them don't have the opening component. Of course the gaming does kick up some, but it's not with all the tribes, it's not like a lot of people would think.

Speaker 9: It's still based on location gaming. But you've got Ak-Chin right? They have a heires there. But if you spend time at Ak-Chin, the first thing they'll tell you is we're a ag community.

Trent: Yeah.

Speaker 9: That's our, I mean that's what they constantly and Trent didn't mention that the two Yuma tribes right gets on and lettuce is king. You know, you come here to Arizona, you might not know it but there's a time and season where the lettuce you get probably comes from the Yuma and we have tribal communities there so it depends on the tribe in south. But I think a lot of people think, no it doesn't play that big a role. It's a huge role.

Trent: It's huge.

Speaker 9: I grew up in Parker and my summer job at first was chopping cotton. I didn't chop cotton, it was [inaudible 01:43:02] right, but I learned out the hard way because I was, but then I went to Canelope and Honeydew and I grew up in that industry. But if you go to Parker in the valley, it's just fields upon fields, upon fields. Now alfalfa's probably the main crop right now and but for the most part,

I mean that's part of who I am and we have a saying in Parker right? You smell like a critter. It's not saying it's nothing bad, it's just crit Colorado Indian tribes what they. But it's the sense of home and when I go there I smell it, I feel it and I still go home and visit my mom and I walk the canals because that's home but that's a canal. I'm surrounded by alfalfa fields.

Speaker 15: Okay. I wonder, just additional question do you use micro laborers in like California dust to harvest the crops?

Speaker 9: Maybe in some of the areas but not most in that producing a change from that in the '70s and '80s it might have been a higher percentage but now I don't think it's anywhere near what it used to be.

Trent: No. Especially on the tribe, they really tried to grow their own up and we tried to, we've been talking with a lot of them about having internships, increasing that. Most of the tribal barns have internships, the high schoolers. We have a lot of participation in FFA as well as full age from the tribes and tribal kids and they come over and did a lot of them.

Speaker 9: Again, with that being said bringing on to [inaudible 01:44:44] question a lot of things this far you know in regards to the tribe even yesterday regards to tribal relations to I think that said I'd like to thank you all for being here today, any questions? Maybe I should [inaudible 01:45:04] , in the interest of Arizona because we can just call back and contact you. Thank you all again for we promise to put this all up proper relations to have in the mitigations.

Trent: Thank you so much.